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ABSTRACT

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to provide students with moderate handicaps with systematic individual assessment of vocational preferences and instruction in work-related skills. The curriculum stresses parent involvement, vocational training beginning at the 7th or 8th grade levels, a cyclical approach with initial activities later repeated in more advanced or complex forms, hands-on and real life experiences, and remediation of social deficits. The curriculum is organized by broad goals. Goals 1 and 2 involve collecting and summarizing information about students' functional life skills and their vocational interests and experiences. Goals 3 and 4 are designed to help students explore individual vocational preferences by gathering information. Goal 5 gives students experience in observing work, determining skills required, and analyzing their ability to do specific jobs. Students also develop basic skills essential for obtaining employment including using the telephone, scheduling appointments, and participating in an information interview. Sample lesson plans and forms are included in the module. Lessons may be incorporated into an existing life skills special education class or presented as a separate course which might include nonhandicapped students. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. Appendixes provide forms used in implementing each goal.(DB)

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# CAREER EXPLORATION

## A Curriculum Manual for Students With Moderate Handicaps

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# CAREER EXPLORATION FOR STUDENTS WITH MODERATE HANDICAPS

This curriculum was developed for students with moderate handicaps to provide systematic individual assessment of vocational preferences and instruction in work-related skills. Students participating in career exploration activities will learn to analyze their job skills and preferences in relation to work which they observe at school and in the community. To accommodate the learning needs of students with handicaps, the curriculum is based on several considerations. First, parents and students should be integrally involved in planning the curriculum. Second, vocational training should begin early, preferably at the 7th or 8th grade level, and should be cyclical in nature, with students participating in activities and then returning to expanded versions of the same activities or engaging in more complex activities in subsequent grades. In this way students may be introduced to skills in 7th grade and provided opportunities to master these skills in later grades; when skill aquisition is problematical, the teacher can create adaptations to materials or routines. Third, teachers should take advantage of every opportunity to use real-life materials, hands-on experiences, and on-site instruction to facilitate generalization. Fourth, the social skill deficits of students with handicaps should be addressed: assessment of and instruction in appropriate social behaviors should be incorporated into both school and community based career exploration activities.

The following pages contain a chart of suggested goals and activities for Career Exploration. Separate modules are available for students with mild,

The following pages contain a chart of suggested goals and activities for Career Exploration. Separate modules are available for students with mild, moderate, and severe handicaps and sample lesson plans and forms are included in each. A module on assessment and instruction in job-related social skills is also available.

Goals 1 and 2 for students with moderate handicaps involve collecting and summarizing information about students' functional life skills and their vocational interests and experiences. Goals 3-4 are designed to help students explore individual vocational preferences by gathering information from a variety of sources. Students learn to observe work, determine the skills required to perform a job, and analyze their ability to do specific jobs. Students also develop basic skills essential for obtaining employment, including using the telephone, scheduling appointments, and participating in an information interview. Sample lesson plans and forms are included in this module.

Lessons may be incorporated into an existing life skills special education class or, for some students, presented as a separate course which may include students in regular education classes who could benefit from participation in the class. The activities delineated in this unit provide a framework for the teacher. Additional activities should be developed which address the needs of each student, based on vocational IEP goals developed in conjunction with the student, parents, and school personnel.

SIEP: University of Idaho

CAREER EXPLORATION

| MILD | MODERATE | SEVERE |
|---|---|---|
| GOAL 1: Collect information about student's functional skills.<br><br>Activities:<br>1. Assess functional (life) skills. | GOAL 1: Collect information about student's functional skills.<br><br>Activities:<br>1. Assess functional (life) skills. | GOAL 1: Collect information about student's functional skills.<br><br>Activities:<br>1. Assess functional (life) skills. |
| GOAL 2: Summarize information about student's vocational interests and activities.<br><br>Activities:<br>1. Collect information about student's strengths, deficits, learning style.<br>2. Conduct an initial student vocational interview and self inventory.<br>3. Conduct an initial parent interview<br>4. Review vocational information obtained and develop with student a list of careers/jobs of interest.<br>5. Summarize class vocational interests and assessment data. | GOAL 2: Summarize information about student's vocational interests and activities<br><br>Activities:<br>1. Conduct an initial student vocational interview and self inventory.<br>2. Conduct an initial parent interview.<br>3. Complete student self-inventory.<br>4. Summarize information gathered from activities 1-3.<br>5. Develop long-term plan for the student. | GOAL 2: Collect and summarize information about student's present and future vocational interests.<br><br>Activities:<br>1. Assess student activities and parent expectations.<br>2. Develop a long-term plan. |
| GOAL 3: Student is introduced to the concept of work, values associated with work, and reasons people work.<br><br>Activities:<br>1. Student organizes a career exploration notebook.<br>2. Student generates ideas about reasons for working.<br>3. Student identifies individual vocational priorities and values. | GOAL 3: Student is introduced to the concept of work, values associated with work, and reasons people work.<br><br>Activities:<br>1. Students are introduced to the concept of work.<br>2. Student organizes a career exploration notebook. | GOAL 3: Provide opportunities to experience a variety of jobs.<br>Students work on jobs in the classroom and in the school building to assess their work skills and preferences. |

## MILD

GOAL 4: Student uses a variety of information sources to learn about jobs/careers and to generate an individual list of local employment options.

Activities:
1. Student visits Job Service and Chamber of Commerce.
2. Student uses local newspaper to learn about available jobs.
3. Student schedules, prepares for, listens to, and summarizes presentations by resource persons.
4. Student uses directories to categorize/list types of community businesses.
5. Student receives an overview of written sources of career information.
6. Student prepares for and participates in group tours of community businesses.
7. Student uses written sources to gather information about a career of interest.
8. Student questions friends and relatives about a career of interest.
9. Student uses information sources to prepare an oral or written project on a career of interest.

GOAL 5: Student learns critical skills for obtaining job/career information through personal interviews.

Activities:
1. Student chooses a job of interest and selects an employer/employee to interview.
2. Student role plays using the telephone to arrange an interview.
3. Student schedules an information interview.
4. Student prepares a list of questions for the interview.
5. Student role plays the information interview.
6. Student records information obtained during the simulated interview.
7. Student participates in a scheduled information interview with a community employer or employee.

## MODERATE

GOAL 4: Student uses a variety of information sources to learn about jobs/careers and to generate an individual list of local employment options.

Activities:
1. Student uses newspaper to learn about job openings.
2. Student uses telephone book to find places of employment.
3. Student questions friends/relatives about a career/job of interest.

## SEVERE

GOAL 4: Student learns work-related skills needed to prepare for and travel to a work environment.

Activities:
1. Student uses a daily schedule.
2. Student uses a checklist to prepare for work.
3. Student uses transportation and mobility skills.

## MILD

GOAL 6: Student learns to observe work and analyze the critical skills needed to perform the job.

Activities:

1. Student observes videotapes from community job site and records information about skills, working conditions.
2. Teacher schedules work observation at community job sites.
3. Student conducts a work observation at a community job site.
4. Student reviews information collected during work observation and decides if he/she could perform the job.

GOAL 7: Student learns to use available resources to pursue after-school or summer employment preferences.

Activities:

1. Student reviews community resources useful in finding work.
2. Student uses networking to find job leads.

## MODERATE

GOAL 5: Student learns to observe work and analyze the critical skills needed to perform the job.

Activities:

1. Student becomes familiar with places of employment in the community.
2. Student develops a prioritized list of work observation sites.
3. Teacher schedules work observations.
4. Student observes videotapes of persons at work and summarizes critical skills.
5. Student observes work at selected community sites, noting major skills.
6. Student decides whether he/she likes and could perform the job observed.
7. Information is summarized on student profile.

## SEVERE

Secondary Transition and Employment Project

University of Idaho

June 5, 1986

# IMPLEMENTING A CAREER EXPLORATION CURRICULUM

The following activities should be conducted by the special education teacher or the work experience coordinator prior to implementing a Career Exploration curriculum:

1. Present a rationale and supporting data for a community-based vocational program to the director of special education, the school principal, the school board, and parents. Include a tentative outline of the goals and objectives for the program.

2. Obtain a written confirmation of the district administration's knowledge and support of a community-based vocational program.

3. Obtain written permission from parents or guardians for their children to participate in career exploration activities. A sample permission form is included in this section.

4. Ensure liability, medical and accident coverage through school's extended coverage and/or parents' medical insurance or other methods. Examples of how school districts have arranged for coverage of students in the community is included in this section.

5. Develop strategies for supervising students participating in activities in the community. A Staffing Strategies Module which outlines effective use of staff time to provide school and community-based programming is available from STEP.

## PARENT PERMISSION FORM

I understand that my child will be participating in a work exploration program in the community that has been explained to me by school personnel. I also understand that there may be occasions when school personnel will transport my child to job interviews and job-related activities.

I hereby release the school and School District # _____ from any responsibility involved in:

_____ participating in a community work exploration program

_____ transportation by school personnel for job-related activities

Student accident or medical insurance is _____, is not _____ carried on my son or daughter _____.
(Name of student)

Name of insurance company: _____

Policy Number: _____

_____ _____
Parent's Signature Date

_____ _____
Principal's Signature Date

_____ _____
Teacher's Signature Date

## EXAMPLES OF INSURANCE COVERAGE FOR WORK EXPLORATION PROGRAM

Example 1:

For non-paid work exploration, a training agreement is signed by the employer, teacher and parent/guardian. The school district has liability insurance covering school activities not conducted on school grounds. Parents are responsible for medical and accident insurance for community-based, vocational and other school activities. Work exploration is included on the IEP as a vocational goal.

Students who are paid on the job are covered by the employer's workers compensation insurance.

Example 2:

Students who are placed in non-paid work experience in the community are covered through the Volunteer Bureau in that community. The Volunteer Bureau provides insurance coverage for volunteers working at non-profit organizations such as a hospital or college.

Students who are paid are covered by the employer's workers compensation insurance.

For all students involved in the work experience program, their parents must sign a form that indicates their insurance carrier and that the student is covered by 24 hour insurance, or agree to purchase school insurance.
Work experience is included on the IEP as a vocational goal.

Example 3:

The school pays the students through the employer so all students are covered by workers compensation insurance. For all other community-based activities, the students are covered the same as students involved with field trips and sports. The students can also buy an insurance policy through the school for $8/school year.

Work experience is included on the IEP as a vocational goal.

Phase I Career Exploration - Suggested Goals and Activities for Students with Moderate Handicaps.

Goal 1: Assess functional life/survival skills. Assessment and training of life/survival skills should be an ongoing part of the student's program throughout junior and senior high with an emphasis on training in the junior high and maintenance throughout the student's years at the senior high.

Responsible Person: Instructional Team, Parents, Student

Materials/Forms: The Vocational Assessment section of the manual contains reviews of functional life/survival skills assessments. Refer to Appendix Goal 1 for an example of a life/survival skills checklist (Living Skills Checklist).

Products/Outcome: Partially fulfills the requirements for Level I Assessment of Functional Skills.

Suggested Start/Completion Date: Ongoing beginning in 7th grade and updated each year through the 12th grade.

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Goal 2: Collect and summarize information about the student's present and future vocational interests.

Activity 1: Conduct an initial student interview. This activity, as well as work observation (refer to Goal 5), fulfills the requirements for Level II Assessment of Career/Vocational Interests. A student interview should be conducted each year to ensure that the student's changing vocational interests are considered.

Responsible Person: Instructional Team, Student

Materials/Forms: Initial Student Interview form is included in Appendix Goal 2.

Products/Outcome: Summary of student's attitude toward work, future plans, and areas in which he has little or no information to offer.

Suggested Start/Completion Date: Ongoing beginning in 7th grade and updated each year through 12th grade.

Activity 2: Conduct a parent interview and complete a checklist of observed student interests. Discuss the functional skill assessment (see Goal 1) and future expectations and goals for student. The parent interview may be done as part of the pre-IEP meeting with parents to discuss goals. This activity partially fulfills the requirements for Level I Assessment of Functional Skills and Level II Assessment of Career/Vocational Interests.

Responsible Person: Parents, Instructional Team, Student

Materials/Forms: There are three optional forms for assessing student's activities at home and parents' goals for their child contained in Appendix Goal 2. The teacher should use the form he/she feels the parents will be most comfortable using.

Products/Outcome: Summary of parents' expectations for student's future work or career and their assessment of the student's training needs for the immediate future and upon graduation.

Suggested Start/Completion Date: Ongoing beginning in 7th grade as part of pre-IEP meeting with parents, updated each year as necessary through 12th grade.

Activity 3: Complete a student self-inventory of abilities and traits. This activity can be completed as part of the student interview.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Student Self-Inventory Form, Appendix Goal 2.

Products/Outcome: Partially fulfills the requirements for Level II Assessment of Career and Vocational Interests. This information will be utilized for Goal 5: Activity 5.

Suggested Start/Completion Date: Beginning of Career Exploration Unit in 7th grade/12-13 years of age; updated each year as part of the student interview.

Activity 4: Summarize information gathered from Activities 1-3 above.

Responsible Person: Instructional Team

Materials/Forms: Student Interest Summary and Student Profile located in Appendix Goal 2.

Products/Outcome: Summary of the student's strengths and limitations; parental expectations; and student's career and school interests.

Suggested Start/Completion Date: 7th grade; updated each year through student's last year in school.

Activity 5: Develop a tentative long-term plan, using information collected for Goals 1, 2 and 5 and including goals for the student's remaining years in school and future environments. Goals should be in the areas of vocational, domestic, recreation/ leisure, community functioning and interaction with non-handicapped peers.

Responsible Person: Parents, Instructional Team, Student

Materials/Forms: Refer to STEP Transition Manual

Products/Outcome: Long-term transition plan developed for the student.

Suggested Start/Completion Date: Ongoing beginning in 7th grade/or ages 12-13 yrs.

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Note: The emphasis in the following goals and activities is that the student participates in the job-seeking process. If the student is unable to perform the skills independently, adaptations should be developed that will assist the student to perform the skills as independently as possible. Goals 3-6 can be introduced in the 7th grade and reviewed each year after that. Every opportunity should be given for students to practice and apply these skills in the natural environment.

Goal 3: Introduction to concept of work at home and in the community, why people work, full-time and part-time work.

Activity 1: Introduce the concept of work, paid versus non-paid employment, etc.

Responsible Person: Instructional Team

Materials/Forms: Refer to Goal 3 Lesson Plan in Appendix Goal 3.

Products/Outcome: The student will understand why people work and why it is important to work.

Suggested Start/Completion Date: Beginning of Career Exploration Unit.

Activity 2: Organize a vocational notebook that will contain information gathered in the following Career Exploration units, including work-related vocabulary words, information obtained from work observations, work/job site preferences, resume/personal data sheet, and any other pertinent information.

Responsible Person: Student, with assistance from instructional team member.

Materials/Forms: Refer to Goal 3 Lesson Plan and an example of a vocational notebook in Appendix Goal 3.

Products/Outcome: A notebook of information the student can add to during each phase of Career Exploration and Career Focus and refer when looking for a job. The notebook can also be utilized by adult agency personnel who may help the student find a job in the future.

Suggested Start/Completion Date: Beginning of Career Exploration Unit.

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Goal 4: Become familiar with information sources to learn about jobs. These should include at least newspapers, the telephone book, family members, teachers, vocational counselors at school peers and others who work, community resources such as employment agencies (public and private), Job Service Hotline and Vocational Rehabilitation, and observations at places of employment. Information will be obtained through interviews and work observations at community job sites.

Activity 1: Develop the skill to use newspapers to find out about job openings in the community.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Refer to Goal 4 Lesson Plan in Appendix Goal 4.

Products/Outcome: The student will become familiar with using the newspaper for information about jobs.

Suggested Start/Completion Date: Introduce activity in 7th grade; apply and practice skill in real situations through 12th grade.

Activity 2: Develop the skill to use the telephone book to find names, addresses and telephone numbers of places of employment in the community.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Refer to Goal 4 Lesson Plan in Appendix Goal 4.

Products/Outcome: The student will develop the skill to use the yellow pages of the telephone book to assist in looking for employment.

Suggested Start/Completion Date: Introduce activity in 7th grade; apply and practice skill in real situations through 12th grade.

Activity 3: Develop the skills to interview family members, teachers, peers and others who work for information about jobs and places of employment.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Refer to Goal 4 Lesson Plan in Appendix Goal 4.

Products/Outcome: The student will develop the skills to use others as references to find out information about jobs and about places of employment in the community in order to make decisions about desired employment.

Suggested Start/Completion Date: Introduce activity in 7th grade; apply and practice skill in real situations through 12th grade.

Activity 4: Review skills needed to obtain information about jobs.

Responsible Person: Student with assistance from intructional team

Materials/Forms: The Job Game (refer to Appendix Goal 4).

Products: A game that will help students review material learned up to this point.

Suggested Start/Completiong Date: Throughout the semester.

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Goal 5: Develop the skills necessary to observe employees at work and to summarize the critical skills which are performed on the job in verbal or written form. Sites selected should include some of those listed as priorities in Goal 4, Activity 4.

Activity 1: Become familiar with different jobs and places of employment in the community by observing slides or pictures of jobs and/or walking through business areas, noting places of employment and various jobs performed at each site.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Refer to Goal 5 Lesson Plan in Appendix Goal 5.

Products/Outcome: The student will become more familiar with his/her community and the types of jobs that are available in the community.

Suggested Start/Completion Date: Introduce activity in 7th grade and continue activities each year through 9th grade.

Activity 2: Develop a list of work sites and jobs in the community using the sources introduced in Goal 4 and from Activity 1 above. Prioritize the sites/jobs according to students' current preferences. Select sites/jobs for work observation.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Refer to Goal 5 Lesson Plan in Appendix Goal 5. An example of a Community Job Reference Notebook is also included in Appendix Goal 5.

Products/Outcome: A community job reference notebook; a prioritized listing of work observation sites based on each student's current job interests.

Suggested Start/Completion Date: Beginning of Career Exploration Unit, usually 7th grade or 12-13 years of age. Work observations can be continued each semester with reprioritized list of student job interests and prefered work observation sites.

Activity 3: Arrange work observation sites in the community. Arrange with the employer to watch an employee perform a specific job. It may be helpful to show the employer the type of information the students need to obtain.

Responsible Person: Instructional Team

Materials/Forms: N/A

Products/Outcomes: Contact made with employers that hire people in the areas the students are interested in learning more about.

Suggest Start/Completion Date: Contacting the employer a week before the observation is to take place is usually best. Call the morning that the work observation will occur or the day before to remind the employer that the class is coming.

Activity 4: Develop skills in observing persons at work and summarizing critical skills required by observing videotapes in the classroom. Develop social skills appropriate for observing at work sites in the community. A thank you note signed by the students to thank the employer after the work observation is appropriate.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Refer to Goal 5 Lesson Plan in Appendix Goal 5.

Products/Outcome: Students have the observation and social skills needed to obtain information from work sites.

Suggested Start/Completion Date: Beginning of Career Exploration, usually in 7th grade or 12-13 years of age.

Activity 5: Observe at selected work sites in the community, noting the major skills performed by the employee. Work observations are an excellent chance for the teacher to obtain information about a site that can be used for future placements and to make initial contact with employers their interest in having students placed at their business for work exploration. A brochure describing the vocational program can be left at each work observation site to provide the employer with information.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Refer to Goal 5 Lesson Plan and example of an Informal Inventory of Community Businesses form in Appendix Goal 5.

Products/Outcome: The student will develop knowledge of a variety of jobs in the community which will assist him/her in making future job choices. The teacher will obtain information about sites that can be used in future work exploration placements and will have initial contact with employers about possible placement of students for work exploration.

Suggested Start/Completion Date: Beginning of Career Exploration Unit, usually 7th grade or 12-13 years of age. Work observations can be continued each semester with reprioritized list of student job interests and prefered work observation sites.

Activity 6: Decide whether the job could be performed with training or adaptations and like/dislike for the job.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Refer to Goal 5 Lesson Plan in Appendix Goal 5.

Products/Outcome: An updated community reference notebook, a completed student analysis of their ability to complete certain tasks and a summary of work observations and student's job preferences.

Suggested Start/Completion Date: Assessed in conjunction with each work observation.

Activity 7: Review information observed at work sites.

Responsible Person: Student with assistance from instructional team

Materials/Forms: Refer to "Job-Ardy" game in Appendix Goal 5.

Products/Outcome: A game that helps students remember and discuss the work sites they have observed at.

Suggested Start/Completion Date: Throughout the semester after observing at work sites.

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APPENDIX GOAL 1

Goal 1

## LIVING SKILLS CHECKLIST

Student:_____ Date:_____

Completed by:_____

I = Independent — The student always successfully completes the activity/task using only natural cues and/or adaptations (no help is given).

F = Frequently — The student successfully completes the activity/task using only natural cues and/or adaptations more than half of the time.

O = Occasionally — The student successfully completes the activity/task using only natural cues and/or adaptations less than half of the time.

N = Never — The student never completes the activity/task without requiring help.

N/A — The student has never performed the skill/task.

| PERSONAL HYGIENE/GROOMING | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Washes hands | | | | | |
| 2. Washes hair | | | | | |
| 3. Washes body | | | | | |
| 4. Uses deodorant | | | | | |
| 5. Combs/brushes hair | | | | | |
| 6. Brushes teeth | | | | | |
| 7. Shaves using razor (electric or straight edge) | | | | | |
| 8. Cleans/clips fingernails and toenails | | | | | |
| 9. (Female) Handles feminine hygiene | | | | | |
| 10. Uses kleenex/handkerchief | | | | | |
| 11. Wears clean clothes | | | | | |
| 12. Wears clothes that fit and are in good repair | | | | | |
| 13. Wears clothes that are appropriate for the weather | | | | | |

| HOUSEKEEPING | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Sweeps floor | | | | | |
| 2. Wet mops floor | | | | | |
| 3. Cleans bathroom | | | | | |
| 4. Washes dishes: | | | | | |
| a. Uses sink | | | | | |
| b. Uses dishwasher | | | | | |
| 5. Dries dishes | | | | | |
| 6. Stores dishes/pans/utensils in proper place | | | | | |

| HOUSEKEEPING - continued | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 7. Cleans counter/table | | | | | |
| 8. Disposes of garbage in garbage disposal or container | | | | | |
| 9. Cleans/picks up bedroom | | | | | |
| 10. Vacuums carpet | | | | | |
| 11. Cleans living room | | | | | |
| 12. Other _____ _____ | | | | | |

| LAUNDRY/CLOTHING CARE | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Sorts clothes (light/white, dark/colored) | | | | | |
| 2. Uses regular washer | | | | | |
| 3. Uses regular dryer | | | | | |
| 4. Folds/hangs clothes | | | | | |
| 5. Mends clothes (buttons, hems, seams) | | | | | |
| 6. Irons clothes | | | | | |
| 7. Other _____ _____ | | | | | |

| MEAL PREPARATION/COOKING | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Prepares breakfast | | | | | |
| 2. Prepares lunch | | | | | |
| 3. Prepares dinner | | | | | |
| 4. Prepares snacks | | | | | |
| 5. Uses kitchen appliances and utensils | | | | | |
| 6. Stores and disposes of food properly after meals | | | | | |
| 7. Cleans up after cooking | | | | | |
| 8. Measures liquid and dry foods | | | | | |
| 9. Observes kitchen safety | | | | | |
| 10. Prepares shopping list | | | | | |
| 11. Stores food after shopping | | | | | |
| 12. Other _____ _____ | | | | | |

| PERSONAL BUSINESS MANAGEMENT | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Sets and uses alarm clock | | | | | |
| 2. Uses post office | | | | | |
| 3. Uses banks | | | | | |
| 4. Budgets money | | | | | |
| 5. Makes appointments | | | | | |

Goal 1
Page Three

| PERSONAL BUSINESS MANAGEMENT - continued | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 6. Uses a calendar | | | | | |
| 7. Communicaes full name: verbally, using I.D., and/or written | | | | | |
| 8. Communicates address, phone number: verbally, using I.D., and/or written | | | | | |
| 9. Fills out miscellaneous forms | | | | | |
| 10. Uses media for current events, sports/weather, entertainment information, etc. | | | | | |
| 11. Judges travel time requirements | | | | | |
| 12. Other _____ | | | | | |

| PERSONAL/SOCIAL SKILLS | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Carries identification (I.D.) | | | | | |
| 2. Communicates basic needs: verbally, nonverbally | | | | | |
| 3. Uses please, thank you, etc. | | | | | |
| 4. Initiates interactions with peers, family members, etc. | | | | | |
| 5. Converses with peers, visitors, family members | | | | | |
| 6. Refrains from talking to strangers unless necessary | | | | | |
| 7. Uses telephone | | | | | |
| 8. Answers door in acceptable manner | | | | | |
| 9. Practices acceptable manners in/at: | | | | | |
| a. restaurant | | | | | |
| b. theater/spectator event | | | | | |
| c. party/dance | | | | | |
| d. church | | | | | |
| e. doctor | | | | | |
| 10. Practices acceptable manners as a: | | | | | |
| a. customer | | | | | |
| b. guest | | | | | |
| c. host | | | | | |
| 11. Demonstrates trustworthiness: | | | | | |
| a. conduct can be trusted in unsupervised situations | | | | | |
| b. tells the truth | | | | | |
| c. takes responsibility for personal actions and decisions | | | | | |
| d. asks permission to use other's possessions/things | | | | | |
| 12. Accepts/adjusts to situations that are contrary to own will or desire | | | | | |
| 13. Accepts/adjusts to novel situations: visitors, schedule change | | | | | |
| 14. Uses acceptable table manners | | | | | |

| PERSONAL SOCIAL SKILLS - continued | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 15. Engages in a passive activity: stereo, movie, etc. List preferences: _____ | | | | | |
| 16. Engages in solitary games List preferences: _____ | | | | | |
| 17. Engages in games with othes List preferences: _____ | | | | | |
| 18. Engages in hobby/craft activity List preferences: _____ | | | | | |
| 19. Plays sports List preferences: _____ | | | | | |
| 20. Engages in regular exercise routine | | | | | |
| 21. Writes letters to friends | | | | | |
| 22. Engages in active socializations with friends, family, groups, parties, members of opposite sex, social clubs, etc. | | | | | |

| MOBILITY | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Crosses streets using traffic lights and pedestrian crossings | | | | | |
| 2. Walks to selected locations | | | | | |
| 3. Rides bicycle | | | | | |
| 4. Identifies/reads street signs | | | | | |
| 5. Identifies/reads house numbers | | | | | |
| 6. Identifies appropriate procedure to follow if lost | | | | | |

Goal 1
Page Five

| HEALTH/SAFETY | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Treats simple health problems such as cuts/scrapes, slivers, upset stomach, colds | | | | | |
| 2. Contacts another for health problems more difficult to handle: | | | | | |
| 3. Takes medication | | | | | |
| 4. Refills prescription | | | | | |
| 5. Reports/handles seizures | | | | | |
| 6. Uses telephone to call in sick | | | | | |
| 7. Uses telephone to make appointments | | | | | |
| 8. Recognizes importance of not combining alcohol and medication | | | | | |
| 10. Follows fire drill instructions | | | | | |
| 11. Follows other disaster instructions | | | | | |

| COMMUNITY | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Makes purchases in: | | | | | |
| a. Grocery stores | | | | | |
| b. Department stores/malls | | | | | |
| c. Convenience stores (Circle K, etc.) | | | | | |
| 2. Shops for personal items | | | | | |
| 3. Purchases meals in restaurants | | | | | |
| 4. Uses recreational facilities (bowling lanes, YMCA, parks, etc.) | | | | | |

| CHORES SUMMER JOBS | I | F | O | N | N/A |
|---|---|---|---|---|---|
| 1. Performs the following household chores: | | | | | |
| Inside | | | | | |
| a. Vacuums | | | | | |
| b. Dusts | | | | | |
| c. Makes bed | | | | | |
| d. Cleans kitchen | | | | | |
| e. Cleans bathroom | | | | | |
| f. Cares for pets | | | | | |
| g. Other _____ | | | | | |

| CHORES/SUMMER JOBS - continued | I | F | O | N | N/A |
|---|---|---|---|---|---|
| Outside | | | | | |
| a. Washes car | | | | | |
| b. Sweeps walk | | | | | |
| c. Shovels snow | | | | | |
| d. Mows lawn | | | | | |
| e. Pulls weeds | | | | | |
| f. Rakes leaves | | | | | |
| g. Other _____ | | | | | |
| C. Other work: | | | | | |
| a. Paper route | | | | | |
| b. Work for neighbors | | | | | |
| c. Other _____ | | | | | |

APPENDIX GOAL 2

Goal 2: Activity 1

## INITIAL STUDENT INTERVIEW

**DIRECTIONS:** The student interview form is used initially to find out how much the student knows about work and what work, if any, the student has performed in the past. The interview format is used in subsequent years to determine the student's job-related interests as she/he learns more about work and has a chance to try different jobs. The information obtained from the student interview is used when developing the IEP goals and objectives. The completed form may need to be evaluated by a person familiar with the student to check for accuracy.

To be completed by student:

Name:_____ Date:_____

Address:_____ Age: _____
Street

_____ Soc.Sec.#:_____
City, State, Zip Code

Graduation Date:_____

**********

Previous Work Experience

What jobs have you done:

At home _____

For neighbors _____

At school _____

**********

Career Interests

What jobs would you like to do?

_____

_____

Goal 2: Activity 1
Page Two

Are there any jobs you would <u>not</u> like to do?

_____

_____

**********

<u>School Interests</u>

What would you like to learn in school?

_____

_____

**********

Interviewed by:_____ Date:_____

Goal 2: Activity 2

## PARENT INTERVIEW
(Option 1)

**Directions:** The Parent Interview form can be sent home along with the Living Skills Checklist and a cover letter explaining how to fill the forms out. The forms can then be discussed and completed, if necessary, at the parent meeting with the instructional team to develop long-term goals. An orientation meeting should be held before sending home any forms to explain the vocational curriculum and the hoped for involvement of the parents this year and in subsequent years.

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

1. What do you want for your son/daughter during the next year, in 5 years, after graduation in the areas of recreation/leisure, vocational, community functioning and domestic living?

   Next Year
   Recreation/Leisure _____
   Vocational _____
   Summer Job _____
   Community Functioning _____
   Domestic Living _____

   High School
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

   After Graduation
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

2. What skills would you like your child to learn in school (e.g., math, reading, writing, spelling, job-seeking skills, job-keeping skills, domestic living, community functioning, etc.)? Please list:

   _____
   _____
   _____

3. What most concerns you about the future of your son/daughter?

   _____
   _____
   _____

Goal 2: Activity 2
Page Two

4. When your son/daughter made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?

_____
_____
_____

5. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?

_____
_____
_____

6. What type of work do you think your son/daughter would like best? Explain.

_____
_____
_____

7. What type of work do you think your son/daughter would like least? Explain.

_____
_____
_____

8. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use?

_____
_____
_____

9. What community activities does your son/daughter participate in (e.g. eating out, attending church, assisting with grocery shopping, etc.)? What would you like your child to use?

_____
_____
_____

Goal 2: Activity 2

## Parent Interview
(Option 2)

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

**Directions:** Please fill out this form as completely as possible. This information is important for carrying out current programs at school and for future planning to meet the present and future needs of your child.

Degree of Independence:

D = Dependent, needs maximal supervision
SI = Semi-independent, needs minimal supervision
I = Independent, needs no supervision

I. Domestic Domain

A. What domestic activities (e.g. washes dishes, makes bed, etc.) does your child presently participate in at home?

| Activity | Degree of Independence |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

B. What domestic areas would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Dressing appropriately/choosing clothes

____ Clothing care (including laundry, ironing, mending)

____ Meal preparation

____ Housekeeping

____ Hygiene/grooming

____ Health education (including diet/exercise, sex education)

____ Other, please list

_____ _____

_____ _____

_____ _____

II. Community Functioning Domain

A. What community activities does your child presently participate in (e.g. shops for groceries, walks to local convenience store)?

| Activity | Degree of Independence |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

B. What community functioning activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Use public transportation

____ Shop for groceries

____ Use shopping center/mall

____ Pedestrian safety

____ Use restaurant

____ Use public service agencies (post office, bank, employment agencies, etc.)

____ Use public recreation facilities (bowling, swimming, tennis, etc.)

____ Schedule appointments for health and grooming needs

____ Other, please list

_____ _____

_____ _____

_____ _____

III. Recreation/Leisure Domain

A. What leisure activities does your child participate in at home (e.g. plays solitaire, participates in group games, reads, hobbies)

| Activity | Degree of Independence |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

B. What community leisure activities does your child participate in (e.g. bowls, uses YMCA, attends movies)

| Activity | Degree of Independence |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Goal 2: Activity 2
Page Four

C. What leisure activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Going to movies

____ Attending spectator sports

____ Participating in sports (individual or group). Please list:

_____

____ Using library

____ Attending concerts, plays

____ Attending seasonal craft, art shows, etc.

____ Participating in church activities

____ Eating out

____ Attending community events (parades, rodeos, etc.)

____ Taking Parks and Rec. Dept. or continuing education classes

____ Attending after school social activities

IV. Vocational Domain

A. What chores does your child help with at home (e.g. (mows lawn, carries out trash, makes bed, etc.)

| Activity | Degree of Independence |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

B. What jobs does your child like to do? _____

_____

C. What jobs does your child not like to do? _____

_____

D. What types of work would you not like your child to perform at school or in the community? _____

_____

V. Additional Information

A. What type(s) of communication system(s) does your child use at home and/or in the community?

____Verbal

____Sign Language

____Picture Book

____Written Message

____Gestures

____Other, please list

_____

_____

B. Does your child have any physical limitations or take medicine that may affect his/her ability to participate in certain activities?

_____

_____

C. Other

_____

_____

_____

_____

Goal 2: Activity 2

WEEKDAY SCHEDULE
(Option 3)

Student _____ Date _____

Completed by _____

**Directions:** Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

| Time | Activity | Present level of performance/ assistance necessary | Priority |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |

Goal 2: Activity 2

WEEKEND SCHEDULE

Student _____ Date _____

Completed by _____

**Directions:** Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

| Time | Activity | Present level of performance/ assistance necessary | Priority |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |

Goal 2: Activity 2
Page Two

| Time | Activity | Present level of performance/ assistance necessary | Priority |
|---|---|---|---|
| | | | |
| | | | |
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| | | | |

Goal 2: Activity 3

## STUDENT SELF-INVENTORY

NAME _____ DATE _____

**Directions:** The instructor may go over the form and have the students begin to fill out the form as a group. The words that describe individual traits should be defined and illustrated so the students understand their meaning. The teacher should then conference individually with each student to ensure accurate completion of the form.

1. Things you CAN do:

____Type
____Use a calculator
____Use a cash register
____Count money
____Count change
____Change sheets on a bed
____Change a diaper
____Pump gas
____Clean a bathroom
____Feed a baby
____Sweep
____Mop
____Wash dishes by hand
____Load a dishwasher
____Set a table
____Ride a bicycle
____Cook
____Fold laundry
____Lift heavy objects
____Drive a car
____Use a telephone
____Use a vacuum
____File by numbers
____File alphabetically
____Dust
____Cut up vegetables
____Prepare salads
____Pour coffee
____Feed/water pets
____Bathe pets
____Wash car
____Take care of garden

2. List other skills you can do:

_____

_____

_____

3. Circle the words that describe YOU:

| | | |
|---|---|---|
| honest | quiet | loud |
| dependable | hard working | serious |
| cooperative | joking | pleasant |
| happy | worried | afraid |
| talkative | lazy | nervous |
| active | careful | considerate |
| energetic | curious | easygoing |
| emotional | trusting | trustworthy |
| strong | understanding | cheerful |
| friendly | helpful | independent |
| kind | likeable | weak |
| loyal | mature | outgoing |
| shy | patient | quick |
| slow | reliable | responsible |
| self-confident | thoughtful | leader |
| musical | artistic | neat |
| organized | competitive | clean |

Goal 2: Activity 4

## STUDENT INTEREST SUMMARY

**Note:** The student interest summary can be used as a way to summarize information gather from student and parent interviews conducted yearly. The information can then be used when planning yearly and long-term goals.

Student _____ Parents _____

Completed by _____ Date _____

| Domain | Student's Goals | Parental Priorities | Teacher Priorities |
|---|---|---|---|
| Domestic | 1. | 1. | 1. |
| | 2. | 2. | 2. |
| | 3. | 3. | 3. |
| | 4. | 4. | 4. |
| | 5. | 5. | 5. |
| Community Functioning | 1. | 1. | 1. |
| | 2. | 2. | 2. |
| | 3. | 3. | 3. |
| | 4. | 4. | 4. |
| | 5. | 5. | 5. |
| Recreation/ Leisure | 1. | 1. | 1. |
| | 2. | 2. | 2. |
| | 3. | 3. | 3. |
| | 4. | 4. | 4. |
| | 5. | 5. | 5. |

Goal 2: Activity 4
Page Two

| | | | |
|---|---|---|---|
| | 1. | 1. | 1. |
| Vocational | 2. | 2. | 2. |
| | 3. | 3. | 3. |
| | 4. | 4. | 4. |
| | 5. | 5. | 5. |

Other Concerns: _____

Goal 2: Activity 4

## STUDENT PROFILE

Directions: Complete and/or update form every few years to keep information current. This form is used to summarize and pass on critical information to subsequent teachers and Adult Service Agency personnel.

Student _____ Completed by _____

Date of Birth _____ Date Completed _____

Family History: _____

Medical History: _____

Social Characteristics: _____

Academic Skills: _____

Functional Skills (include domestic, rec./leisure, vocational and community functioning domains): _____

Likes (including reinforcers): _____

Dislikes: _____

Average speed/rate student performs tasks: _____

Goal 2: Activity 4
Page Two

Average attention span: _____

Average rate of acquisition of new skills: _____

Flexibility to adapting to new tasks, persons, environments, etc. _____
_____
_____

Initiative _____
_____

Preferred learning modalities (e.g. auditory, visual, etc.) _____
_____
_____

Overall strengths: _____
_____
_____

Overall weaknesses (including any physical or medical limitations) _____
_____
_____
_____

APPENDIX GOAL 3

Goal 3: Activities 1 and 2

The following sample lesson plans are included as examples of how the goals and activities for Career Exploration can be taught. The lesson plans should be modified to match the needs and functioning level of your students. Each lesson may need to be taught in several sessions or in one class period, depending on the activity and the ability of the students to understand the concepts presented.

Lesson plans are not included for Goals 1 and 2 as those goals involve collecting information through parent and student interviews.

## CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 3: Introduction to concept of work at home and in the community, why people work, full-time and part-time work.

Activity 1: Introduce the concept of work.

Activity 2: Organize vocational notebook.

Objective/Purpose:

1. The student will be able to state why people work and why it is important to work.

2. The student will be able to state the purpose of keeping a vocational notebook and will know what materials will be included in the notebook.

Goal 3: Activities 1 and 2
Page Two

Input:

1. Materials:

   Vocabulary cards/picture cards
   Notebooks for each student
   Worksheets
   Examples and/or pictures of people working and of vocabulary words listed below

2. Instructor introduces the concept of work, why people work and related vocabulary words:

| | |
|---|---|
| Job | Work (home and community) |
| Paid work | Nonpaid work |
| Money | Paycheck |
| Full-time | Part-time |

3. Class brainstorms some reasons for working

4. Instructor discusses the vocational notebook and lists the information it will contain from future lessons.

Goal 3: Activities 1 and 2
Page Three

Guided Practice:

1. Write vocabulary words and definitions on worksheet
2. Complete a worksheet for vocational notebook
3. Write reasons for working in vocational notebook

Check for Understanding:

1. Show word cards and discuss words and meaning
2. Ask questions about vocational notebook

Independent Practice

1. Asks parents, friends and teachers who work why they work.
2. Students bring in more examples to illustrate vocabulary words and design a bulletin board using the examples.

Adaptations:

1. Use pictures instead of vocabulary cards for students who do not read.
2. Have students who are non-verbal point to correct picture for each vocabulary word.

# VOCATIONAL NOTEBOOK

NAME Bobbie

STEP--University of Idaho

STUDENT INTERVIEW

**NOTE:** This form may need to be evaluated by someone familiar with the student to check for accuracy.

To be completed by student:

Name: Bobbi Date: 10-9-85

Address: 922 N. Grant Age: 15
Street

Moscow, Idaho, 83843 Soc.Sec.#: None
City, State, Zip Code

Graduation Date: '86

**********

What year are you planning to graduate? 1986

Do you receive any special services at school? ✓ Yes ___ No

If yes, what kind? SPEECH T.

Do you have any physical limitations or take medication that may affect your work? ___ Yes ✓ No

If yes, explain ___

**********

Previous Work Experience

1. What jobs have you done around your house or school? CLEANING TABLE - SCHOOL - LUNCH

2. Have you ever had a job working for an employer? ___ Yes ✓ No

| Name of Employer | Type of Work | When |
|---|---|---|
| Beauty Shop | Clean-up | 1984 |
| NEWSPAPER CARRIER | | 1984 |
| | | |
| | | |

3. Have you ever filled out a job application? ___ Yes ✓ No

4. Have you ever been interviewed for a job? ___ Yes ✓ No

**********

Career Interests

1. What kinds of jobs are you interested in trying?

___Cleaning/Janitorial
___Dishwashing
___Bussing tables
___Stocking Goods
✓Clerical-typing, filing
___Grocery bagger
___Duplicating
___Mail sorter
___Food preparation
✓Animal caretaker
___Chambermaid
___Laundry worker
___Kitchen helper
✓Mail handler
___Housecleaner
___Farm helper
✓Day-care worker
___Library assistant
___Teacher aide
✓Nurse's aide
___Stock clerk
___Groundskeeper
___Window washer
✓Newspaper deliverer
___Computer operator
___Other _____

2. (If student is a junior)Which of these jobs is the one you would most like to do? (List jobs the student has done in the past or has expressed interest in doing)

_____
_____
_____

First choice: CHILD CARE
Second choice: NURSE AID
Third choice: NEWSPAPER

3. What kind of work would you not like to do? LAUNDRY

(Circle One)

a. Do you prefer to work alone or with others? (Alone) With Others

b. Do you prefer a job which would require standing and walking or one where you can sit? (Stand/Walk) Sit

c. Do you prefer to work outdoors or indoors? Out (In)

d. Do you prefer to work where it is quiet or noisy? (Quiet) Noisy

e. Do you prefer a job where you might get dirty or where you must stay neat and clean?

Dirty (Neat and Clean)

f. Do you prefer to work with people or work with objects?

(People) Objects

**********

Work Habits/Skills

1. What would an employer like about you (strengths)?
HARD WORKING
ON-TIME
FAST
KEEP BUSY.

2. What would an employer not like about you (weaknesses)?
SARCASTIC.

3. Do you have any skills you learned in school or elsewhere that would help you on a job?
CLEAN TABLES -
FOLLOW THE RULES
WRITE - READ
DRAW THINGS

**********

Notes

Interviewed by:_____ Date:_____

NOTE TO INSTRUCTIONAL TEAM:

The jobs listed under Career Interests #2 may need to be modified and/or added to depending upon the types of jobs available in your area.

Name Bobbie

# Vocabulary Words

1. work
2. job
3. paycheck
4. money
5. ads
6. call (phone)
7. part-time
8. full time

Bobbie

1. Everyone knows what a job is - if you have had a job, where did you find it? 1. Macow High School's Lunchroom!
2. Christy's Beauty Salon

2. If you wanted a job now where would you begin looking? 1. Paradise Villa.
2. Gritman Memorial Hospital.

3. HAve you WORKED for neighbors? Did they ask you or did you ask them? yes. I asked them and they asked me.

4. How would you find a job using a newspaper. What does the newspaper tell you? I'd get an interview from my boss. classified ads.

5. How would you find a job using the telephone book? I'd call up a bunch of phone numbers. yellow Pages.

6. What other ways can you find a job?
call up some places.
Going for an interview.

7. Does having a Special ABILITY HAVE ANYTHING TO DO WITH GETTING A JOB? I'm good at taking care of the babies.

8. Can your friends help you get a job?
yes, they sure can.

9. CAN you ADVERTISE for a job in the paper?
yes.

NAME Bobbie .

NEWSPAPER RD-

**Come home to your Avon Christmas.** Areas open in Moscow, Potlatch, Harvard, Genesee & Farmington. Call now for interview, 743-3147 collect.

1. What is the job? selling avon
2. Where is it? 5 areas
3. How much pay? collect
4. Telephone number? 743-3147
5. Is there a name to call? no.
6. Is it part-time or full-time?
   part time

Bobbie

Part-time & full-time cleaning help needed for May, June & July. Enquire at Otto Hills Apt. 1218 S. Main, Moscow to fill out application.

What is the job? cleaning

What town? Moscow

**PART-TIME WORK, FULL-TIME PAY.** Empress Pearl needs sales rep. in this area. $1000 a month not unusual to start. Call Karen (509)285-4931.

Who do you call? Karen

How much a month? $10.00

The Lewiston Morning Tribune is now taking applications for carrier routes in Moscow. 882-7918.

What is the job? carrier

Person to do laundry & ironing in my home. $4/hr. 882-1181.

How much pay? $4.00 per hr.

Maids. part time. Must be able to work weekends. Inquire at Hillcrest Motel. 706 North Main. No phone calls please.

Where do you go? Hillcrest motel.

Bobbie

# Newspaper Ad-

1. List some part-time jobs
Part time in Mailroom
Part time maids and janitors

2. Count number of NURSE'S AID JOBS.
Three

3. How much an hour do you earn SELLING AVON?
$6. or more

4. What is telephone number for NORTH IDAHO Employment?
883-4387

5. What place needs a delivery person?
Lewiston Morning Tribune

6. How much does KINKO pay an hour?

7. What is telephone number for Moscow CARE Center?

# Questions (to ask during work observations)

1. How do you do this job?
2. What time do you come to work?
3. What days do you get off?
4. How many days do you work?
5. Do you wear a uniform?
6. Do you have to pay for your uniform?
7. Do you get paid by the hour?

General

8. Do you work nights?

9. How do you get to work?

Fast Foods

1. Do you cook?
2. Do you clean up?
3. What time do you go home at night?

WORK OBSERVATION FORM

NAME Bobbie DATE 2-19-86

OBSERVATION SITE Total Textile Services

JOB Laundress

LIST ACTIVITIES OBSERVED:

1. Lay towels on table
2. Count 10 towels
3. Stack the towels
4. Lay them smooth
5. Put aside the table
6. Tie Fold up in half bundle of 10

WORKING CONDITIONS:

1. DOES THIS PERSON ___ WORK ALONE? ✓ WORK WITH OTHERS?
2. DOES THIS PERSON ✓ WORK INSIDE? ___ WORK OUTSIDE?

3. IS THIS JOB

✓ QUIET ____ LOUD

✓ CLEAN ____ DIRTY

OTHER public job with others

4. WHAT ARE THE HRS. WORK?

✓ MORNING ____ AFTERNOON ____ NIGHT

5. COMMENTS

This person is folding towels in half. She is tying up bundles of towels with the strings.

01/06/85 MANUAL ROUGH DRAFT

Career Exploration
Goal 3: Activity 3

WORK OBSERVATION FORM

NAME Bobbie DATE 3/5/86

OBSERVATION SITE Hilton Hotel

JOB Maid

LIST ACTIVITIES OBSERVED:

1. make the bed
2. clean the tub and sink
3. Wipe the walls
4. clean the walls
5. clean the chrome
6. Wipe the ~~[illegible]~~ chrome
   rimastone

WORKING CONDITIONS:

1. DOES THIS PERSON [illegible] WORK ALONE? ✓ WORK WITH OTHERS?
2. DOES THIS PERSON ✓ WORK INSIDE? ✓ WORK OUTSIDE?

IS THIS JOB

____QUIET ____LOUD

____CLEAN ____DIRTY

OTHER _____

_____

4. WHAT ARE THE HOURS?

____MORNING ____AFTERNOON ____NIGHT

5. COMMENTS

The office closes at 11:00, when the people are asleep!

JOB SKILL/INDIVIDUAL SKILL ANALYSIS

NAME: Bobbie Date 3-26-86

OBSERVATION SITE: Hillcrest Motel JOB Maid

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

1. Make bed
2. Clean room
3. Put things away
4. Vacuum floor
5. Clean bathroom

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I DO NOT HAVE:

1. Clean bathroom
2. Make bed corners
3. Cover pillows
4. Fluff Pillows

FOR THIS JOB, THESE ARE THE TASKS I CAN DO.

All of the above

This job is: ✓ One I believe I could do

_____ Probably not the right job for me.

WORK OBSERVATION FORM

NAME Bobbie DATE 3-19-86

OBSERVATION SITE MFD

JOB Fireman

LIST ACTIVITIES OBSERVED:

1. clean
2. check
3. wash
4. drive
5. ride
6. hear

WORKING CONDITIONS:

1. DOES THIS PERSON ___ WORK ALONE? ✓ WORK WITH OTHERS?
2. DOES THIS PERSON ✓ WORK INSIDE? ✓ WORK OUTSIDE?

3. IS THIS JOB

___QUIET ✓LOUD

___CLEAN ✓DIRTY

OTHER Varienty

4. WHAT ARE THE JOB HOURS

✓MORNING ✓AFTERNOON ✓NIGHT

5. COMMENTS

tair board on back

nozzle man

Jump boat

hours

JOB SKILL/INDIVIDUAL SKILL ANALYSIS

NAME: Bobbie Date 3-26-86

OBSERVATION SITE: M F D JOB Fireman

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

1. Paper work
2. Inspect trucks
3. Clean rooms and lockers
4. Wash hose
5. Wear back
6. mechanic
7. Dry hose

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I DO NOT HAVE:

1. Drive
2. Get stronger
3. Get physical
4. Inspect things

FOR THIS JOB, THESE ARE THE TASKS I CAN DO.

This job is:

_____ One I believe I could do

__✓__ Probably not the right job for me.

WORK OBSERVATION FORM

NAME Bobbie DATE 4-9-86

OBSERVATION SITE King's Table

JOB _____

LIST ACTIVITIES OBSERVED:

1. cooks
2. salad lady
3. dishwasher
4. chicken breader
5. bus boy
6. line person

WORKING CONDITIONS:

1. DOES THIS PERSON ✓ WORK ALONE? ___ WORK WITH OTHERS?
2. DOES THIS PERSON ✓ WORK INSIDE? ___ WORK OUTSIDE?

3. IS THIS JOB

✓ QUIET ____ LOUD

✓ CLEAN ____ DIRTY

OTHER _____

_____

4. WHAT ARE THE JOB HOURS

✓ MORNING ✓ AFTERNOON ✓ NIGHT

5. COMMENTS

_____

_____

_____

_____

_____

JOB SKILL/INDIVIDUAL SKILL ANA''STS

NAME: Bobbie DATE: 4-17-86

OBSERVATION SITE: King's Table JOB: cook and salads.

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

1. cook
frying liver — measuring
making enchiladas - cook hot food
open cans - cleaning up
making salads - reading recipe

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I DO NOT HAVE:

take care of
food!

IF I HAD THIS JOB, THESE ARE THE TASKS I CAN DO NOW:

read the recipes
cook

THIS JOB IS:

✓ One I believe I could do.

_____ Probably not the right kind of job for me.

APPENDIX GOAL 4

Goal 4: Introduction

## CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 4: Become familiar with information sources.

Objectives:

1. The student will be able to participate in the job-seeking process by learning what sources are available to find jobs.

Input:

1. Materials:

   Newspaper sections
   Telephone books
   Vocabulary cards/picture cards
   Work sheets

2. Review material discussed in Goal 3.

3. Show and discuss vocational words written on cards:

| | |
|---|---|
| Help Wanted | Ads |
| Call | Interview |
| Telephone book | Application |

4. Introduce and briefly discuss various information sources that can be used to find job openings including:

| | |
|---|---|
| Newspaper Ads | Telephone Book |
| Friends & Relatives | Teachers |
| Help Wanted Signs in store windows | Employment Counselors |
| | High School Counselor |

Guided Practice:

1. Write vocabulary words and definitions on worksheet
2. List information sources

Check for Understanding:

1. Show word cards and discuss words and meaning
2. Have students verbally state all the possible information sources that can be used to find out about jobs

Goal 4: Introduction
Page Two

Independent Practice:

1. Bring in or be ready to discuss one information source for next class session

Suggested Adaptations:

1. Students who do not read may point to appropriate word card; or

2. Use pictures of information sources and have student point to appropriate picture

3. Underline critical words in newspaper ads or use newspaper ads that have been adapted to the student's skill level

4. If student is unable to write, have them verbally answer questions or point to appropriate word in ad.

Goal 4: Activity 1

## CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 4: Become familiar with information sources.

Activity 1: Develop skills needed to use newspapers to find out about job openings.

Objective/Purpose:

1. The student will be able to use newspaper ads to find work available in the community.

Input:

1. Materials:

   Vocabulary word cards/picture cards
   Worksheets
   Newspaper ads

2. Review information learned in last lesson and follow up on independent practice activities.

3. Discuss why newspaper ads can be helpful in finding out about job openings in the community.

4. Review vocabulary words related to newspaper ads:

| | |
|---|---|
| Newspaper | Full-time |
| Help wanted | Part-time |
| Application | Work |
| Job | Call |

Guided Practice:

1. Using newspaper worksheet and colored pens, find the words:
   Full-time
   Part-time
   Work
   Job
   Call

2. Using the newspaper, answer questions listed on worksheet.

Goal 4: Activity 1
Page Two

Check for Understanding:

1. Review vocabulary word cards

2. Review why newspaper can be helpful in finding employment

Independent Practice:

1. Bring a newpaper ad to next career exploration class and identify what the ad says including:
   a. The job
   b. Where the job is located
   c. Telephone number to call about information
   d. Salary
   e. Any other pertinent information

Adaptations:

1. Students who are nonverbal can circle the pertinent parts of each ad.

2. For students who do not read, the critical parts of each ad can be highlighted and those words can be learned as part of their functional reading curriculum.

3. Students can learn to ask a friend or family member to read help wanted ads for them.

STEP MANUAL - CAREER EXPLORATION
Goal 4: Activity 1

NAME _____

DATE _____

NEWSPAPER AD

(Place an ad from local paper here)

1. What is the job? _____

2. Where is it? _____

3. How much does it pay? _____

4. What is the telephone number? _____

5. Is there a name to call? _____

6. Is it part-time or full-time work? _____

_____

Career Exploration
Goal 4: Activity 1

Part-time & full-time cleaning help needed for May, June & July. Enquire at Otto Hills Apt. 1218 S. Main, Moscow to fill out application.

1. What is the job? _____
2. What town? _____

PART-TIME WORK, FULL-TIME PAY. Empress Pearl needs sales rep. in this area. $1000 a month not unusual to start. Call Karen (509)285-4931.

1. Who do you call? _____
2. What is the pay? _____

Person to do laundry & ironing in my home. $4/hr. 882-1181.

1. What is the job? _____
2. What number do you call? _____

Maids, part time. Must be able to work weekends. Inquire at Hillcrest Motel. 706 North Main. No phone calls please.

1. What is the pay? _____
2. What is the job? _____

The Morning Tribune is now taking applications for carrier routes in Moscow. 882-7918.

1. Where do you go to apply ? _____
2. What is the name of the place ? _____

Goal 4: Activity 2

## CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 4: Become familiar with information sources.

Activity 2: Develop skills needed to use the telephone book to locate places of employment.

Objective/Purpose:

1. The student will be able to use the telephone directory to locate the names, addresses and telephone numbers of places of employment and information sources in the community.

Input:

1. Materials:
   Telephone directories
   Copies of pages from directory
   Worksheets

2. Follow-up on independent activities completed for Activity 1

3. Teacher explains why telephone books are useful for locating information about jobs

4. Teacher introduces new vocabulary words and explains the parts of the telephone book:

   Telephone book
   White pages
   Blue pages
   Yellow pages

5. Teacher points out what job information can be found in each section of the telephone book:

   a. White pages - names of employers/sites listed in alphabetical order
   b. Blue pages - guide to Human Service and government offices
   c. Yellow pages - business and professional offices listed under type of business

6. Teacher demonstrates how to locate a business in the directory. using highlighted sections from directory. Students are given highlighted copies for their vocational notebook.

Goal 4: Activity 2
Page Two

Guided Practice:

1. Students are asked to locate several numbers of business places in the telephone book or from the copied pages from the directory

2. Students are asked to locate numbers for information sources from the telephone book or copied pages

Check for Understanding:

1. Students are asked to explain why the telephone book is helpful in locating busines and information sources

2. Students are asked to explain the different parts of the telephone book

Independent Practice:

1. Students are asked to located names, addresses and telephone numbers for at least two businesses located under different headings in the directory (i.e., restaurant, grocery store).

Adaptations:

1. Students who cannot write can point to name in telephone directory after locating

2. For students who have difficulty using the telephone directory the following adaptations could be utilized:

   a. Ask a friend to locate information about a business
   b. Complile a simplified telephone directory that is easier for the student to use

Goal 4: Activity 2

## TELEPHONE WORKSHEET - Businesses

NAME _____

DATE _____

1. Name of business _____

   Address _____

   Telephone Number _____

2. Name of business _____

   Address _____

   Telephone Number _____

3. Name of business _____

   Address _____

   Telephone Number _____

4. Name of business _____

   Address _____

   Telephone Number _____

Goal 4: Activity 2

## TELEPHONE WORKSHEET - Information Sources

NAME _____

DATE _____

1. Name _____

   Address _____

   Telephone Number _____

2. Name _____

   Address _____

   Telephone Number _____

3. Name _____

   Address _____

   Telephone Number _____

4. Name _____

   Address _____

   Telephone Number _____

Goal 4: Activity 3

## CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 4: Become familiar with information sources.

Activity 3: Develop the skills needed to interview people who work for information about jobs and places of employment.

Objective/Purpose:

1. The student will be able to identify and list people who can be helpful in gaining information about employment.

2. The student will be able to ask questions of people listed in Objective #1 in order to find out more about selected jobs.

Input:

1. Materials:

   Vocabulary work sheet
   Vocabulary word cards/picture cards
   VCR to videotape practice interviews

2. Review information learned in last lesson and follow up on independent practice activities.

3. Discuss and review vocabulary words

4. Introduce new vocabulary words related to information interviewing:
   Interview

5. Discuss and list persons the students know who could give information about jobs.

6. Identify and list questions that would be appropriate to ask when interviewing.

7. Model appropriate way to start an interview and to ask questions

Goal 4: Activity 3
Page Two

Guided Practice:

1. Students roleplay interviewing teacher
2. Students roleplay interviewing each other
3. Students are videotaped while interviewing a peer tutor or another teacher or aide
4. Review videotapes
5. Write or place printed interview questions in notebook

Check for Understanding:

1. Show word cards; discuss words and meaning
2. Discuss why family, peers and teachers can be helpful in finding out about jobs
3. Review questions to ask when interviewing

Independent Practice:

1. Interview a family member or peer about their job.

Adaptations:

1. Students who are nonverbal may use communication cards to ask questions about jobs or may have a friend ask questions for them.
2. Students who cannot write can use a tape recorder to record an information interview
3. Use pictures of family members, friends and teachers to discuss people who can give information about jobs.

See you after class- O.K?
E. Folash

FAMILY MEMBERS

OTHERS WHO WORK

TEACHERS

EMPLOYERS

NEIGHBORS

RELATIVES

Goal 4: Activity 3

## SAMPLE QUESTIONS FOR INFORMATION INTERVIEWS

1. What is your job?
2. How did you get your job?
3. What tasks to you do as part of your job?
4. What do you like most about your job?
5. What do you like least about your job?
6. What advise do you have for someone who wants to do the same work that you do?
7. What classes can I take in school that would help me get a job like your job?

Goal 4: Activity 3

NAME _____

DATE _____

## PEOPLE TO INTERVIEW

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

This review may be used as an informal way for the teacher to assess how much the students have learned. Again, the important point to keep in mind is that these skills should continually be practiced and applied to real situations. If the teacher finds that a student is unable to learn a skill, adaptations can be used to enable the student to perform the skill.

Objective/Purpose:

1. The student will be able to demostrate the skills learned in Goals 3 and 4.

2. The student will update his/her vocational notebook.

Input:

1. Materials:

   Cards labeled with words from previous career exploration unit
   Newspapers
   Telephones
   Vocational Notebook

2. Each student chooses a card from the pile

3. Each student is then required to:
   a. Read the word from the card
   b. Provide a description for the word or describe how it can be helpful in finding work
   c. Demonstrate, if appropriate, how to use the object described

Goal 3-4: Review

## THE JOB GAME

The Job Game can be used as a fun way to review the Career Exploration Unit. Examples of cards that can be used are included in this section. Each student chooses a card (an individual packet of cards can be made for each student). The student must then answer a question or read and describe a word. If the student is correct, he may move ahead the number of spaces specified on the card. The first person to reach the finish space is the winner.

THE JOB GAME CARDS

I like to w_____ around the house.

A dime and a dollar is m_____.

Directory (read)

Always say, "_____(name) speaking," when answering the telephone.

Telephone (read)

You forgot to comb your hair--go back 2 spaces.

If I work all day, I have a f____-_____ job.

Look up telephone numbers in a _____ _____.

Look in the n_____ to find out about jobs.

Name two people who can help you find jobs--go forward 2 spaces.

You didn't wipe the tables--back 2 spaces.

If you work for someone you are an e_____.

Let the telephone ring _____ times.

A telephone has a _____ tone.

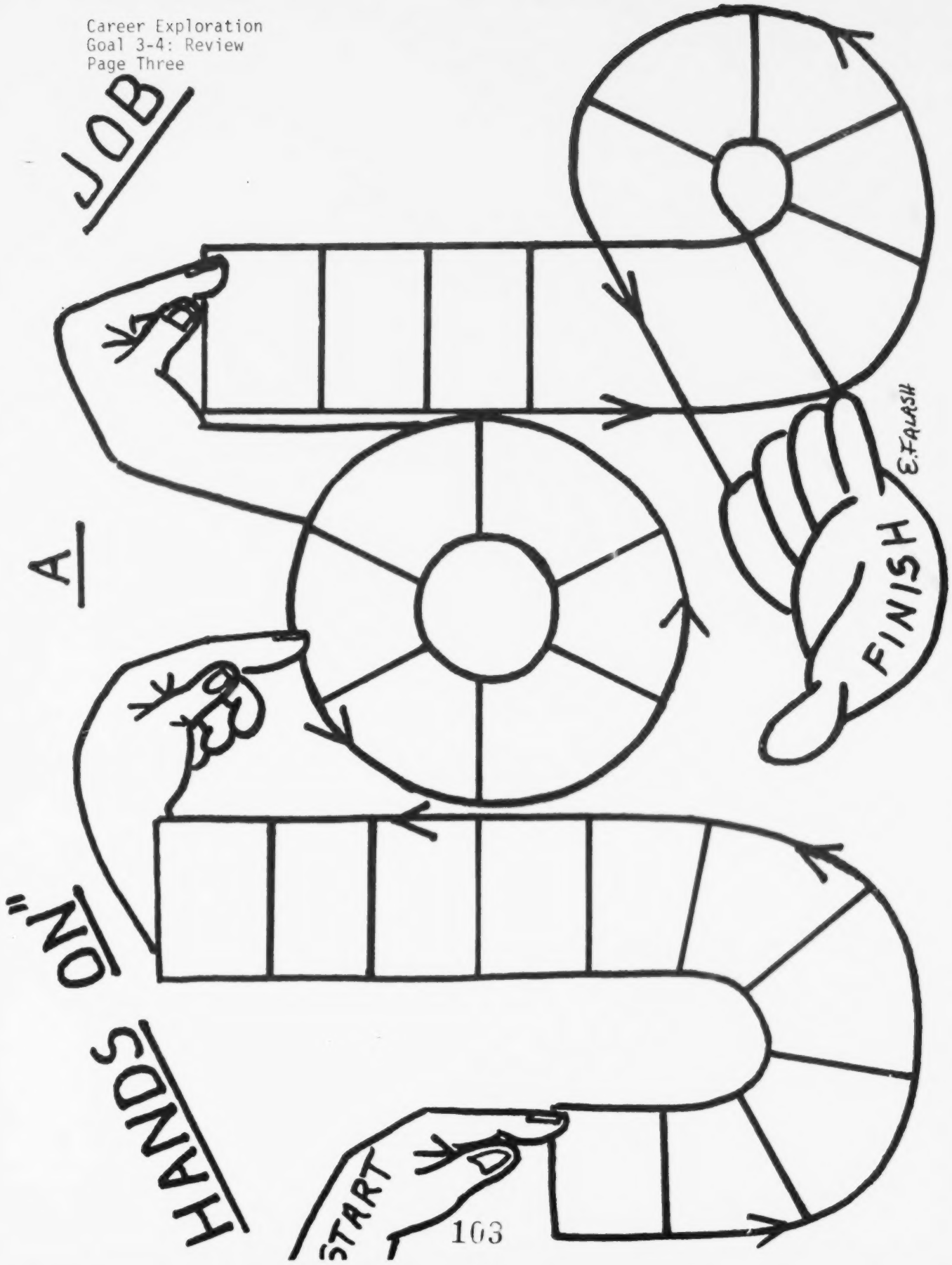
If you can't make it to work, you _____.

You were late for work--go back 2 spaces.

Help wanted (read)

Working a few hours a day is working _____-_____.

Your boss gives you a p_____ for working.


JOB
A
"ON"
HANDS
START
FINISH
E.FALASH

APPENDIX GOAL 5

Goal 5: Activity 1

## CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Develop skills needed to observe people at work and summarize critical skills performed on the job.

Activity 1: Become familiar with jobs and places of employment in the community.

Objective/Purpose:

1. The student will be able to list verbally or in writing the types of jobs available in the community.

Input:

1. Materials:

   Slides of places of work in the community and of people working; or, use the community's business district
   Worksheets

2. Teacher and students discuss why it is important to become familiar with places of employment in the community:
   a. to know what jobs are available in the community
   b. to be aware of what jobs to train to prepare for graduation

3. If the group is going out in the community, teacher discusses appropriate behavior

4. Teacher and students discuss what the students should look for while in the community or when observing the slides

5. Teacher and students point out places of employment and people who are working on slides shown in the classroom or in the community business district

Guided Practice:

1. Students are asked to point out various places of employment and to discuss the types of jobs they observe being done

2. After observing, the students are asked to verbally list the employment places and jobs they observed

Goal 5: Activity 1
Page Two

Check for Understanding:

1. Students are asked to complete a worksheet listing the places of employment and jobs they observed (address and telephone number can be completed as part of Activity 2).

Independent Practice:

1. Students are asked to think of and/or observe one job not listed in class discussion

2. On a large map of the city, have students circle and label places of employment

Adaptations:

1. Students who are nonverbal may point out places of employment or point to pictures in communication book that correspond with the employment site observed

2. Students who cannot write can verbally list places of employment observed and/or ask a friend to write the places on paper for them

3. Pictures or photographs of different jobs may be used with students who have difficulty reading

4. Simplified map of city

Goal 5: Activity 1

## COMMUNITY WORK PLACES

NAME _____

DATE _____

_____
Job Title

1. _____
Name of Place
_____
Address
_____
Telephone Number

2. _____
Name of Place
_____
Address
_____
Telephone Number

3. _____
Name of Place
_____
Address
_____
Telephone Number

4. _____
Name of Place
_____
Address
_____
Telephone Number

5. _____
Name of Place
_____
Address
_____
Telephone Number

6. _____
Name of Place
_____
Address
_____
Telephone Number

Goal 5: Activity 2

## CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Develop skills needed to observe people at work and summarize critical skills performed on the job.

Activity 2: Develop list of work sites and jobs in the community. Prioritize jobs according to students' current preferences. Select sites for work observations.

Objective/Purpose:

1. The students will develop a community job reference list that includes a list of jobs and several work sites in the community that hire people to perform those jobs.

2. The students will choose sites/jobs from the list in which they are interested and prioritize their preferences.

3. The students will choose three sites/jobs from their list in which they are interested in observing.

Input:

1. Materials:

   List of work sites and jobs observed in the community from Activity 1 above
   Telephone directories to obtain additional information
   Business directory, if available
   Other sources that can give information about available work sites/jobs in the community

2. Follow-up on independent activities completed for Activity 1. Discuss and list any other work sites/jobs the students are familiar with in the community. For a later activity, the teacher may want to have the students go through the telephone book and newspaper ads to look for any sites/jobs that have not been included in the community job reference listing.

3. The teacher will explain what a community job reference list is and how it can be helpful in learning about community jobs.

3. Using telephone directories or other information and list of work sites completed in Activity 1, the students will find addresses and telephone numbers for each work place listed.

4. The teacher will help the students organize the lists developed for Activity 1 above into a community reference book. The reference book can include a job, the name of employment places where that job is performed, address, telephone, and

information gathered from work observations (refer to Activities 4-5 for information about work observations). This information can be placed in a notebook and used as a reference for students in the future. New sites/jobs observed or thought of by the students can be added as information is collected.

5. The teacher will list the sites/jobs on the blackboard or sheet of paper. Each student will choose sites/jobs that they are interested in and write a list containing that information.

6. The teacher will help the students to prioritize their list of prefered sites/jobs.

7. After the teacher explains the purpose of community work observations, the students will choose three sites/jobs from their prioritized list that they would be interested in observing.

Adaptations:

An example of adapted community reference notebook sheets are included in this section.

COMMUNITY-REFERENCED NOTEBOOK

_____
(Job)

1. _____
(Name of Place)
_____
(Address)
_____
(Telephone)

2. _____
_____
_____

3. _____
_____
_____

4. _____
_____
_____

5. _____
_____
_____

6. _____
_____
_____

7. _____
_____
_____

8. _____
_____
_____

9. _____
_____
_____

10. _____
_____
_____

COMMUNITY-REFERENCED NOTEBOOK

Hotel/Motel Maid
(Job)

1. The Mark 4
(Name of Place)
414 N. Main
(Address)
882-7557
(Telephone)

2. Best Western
1516 W. Pullman Rd.
882-0550

3. Cavanaugh's
645 W. Pullman Rd.
882-1611

4. Hillcrest
706 N. Main
882-7579

5. Royal Motor Inn
120 W. 6th
882-2581

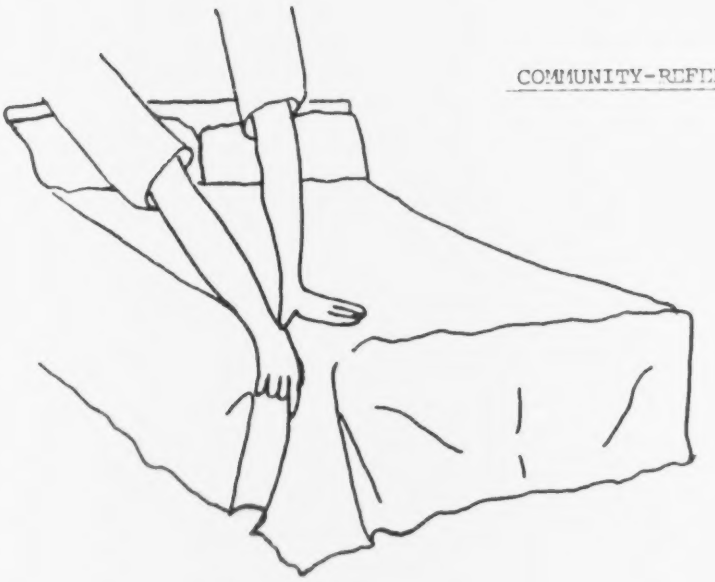
6.

7.

8.

9.

10.



MOTEL MAID

1. Cavanaugh's

   645 Pullman Road

   882-1611

2. University Inn

   1516 Pullman Road

   882-0550

3. Thunderbird Lodge

   S.E. 915 Main

   882-2646

COMMUNITY-REFERENCED NOTEBOOK

Grocery Bagger
(Job)

1. Empire Foods
(Name of Place)
221 E. 3rd
(Address)
882-3231
(Telephone)

2. Modern Way Thrift
908 W. Pullman Rd.
882-2555

3. Moscow Food Cooperative
314 S. Washington
882-8537

4. Rosauer's Super Market
411 N. Main
882-5574

5. Safeway
Moscow Mall
882-5522

6. Tidyman's Warehouse
915 White Ave.
882-2160

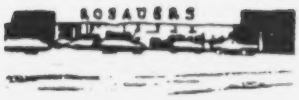
7. Sunset Mart
409 W. 3rd
882-4706

8. Circle K
1314 S. Main
882-2455

9.

10.

GROCERY BAGGER

1. 

Rosauers

1720 Pullman Road

882-6585

2.


Tidyman's Warehouse Foods

915 White Ave.

882-2160

3.


Empire Foods

221 E. 3rd

882-3231

Goal 5: Activity 4

CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Develop skills needed to observe people at work and summarize critical skills performed on the job.

Activity 4: Develop skills in observing persons at work and appropriate social skills for observing at work sites in the community.

Work Observation Form:

Objective/Purpose:

1. After viewing a videotape of a person performing a job, the student will be able to:
   a. Verbally describe the skills necessary to complete the job
   b. Complete an observation form giving a written or verbal description of the skills performed

Input:

1. Materials:

   Videotape of several simple jobs
   Blank work observation forms
   Overhead projector or enlarged observation form

2. The teacher introduces the concept of work observations and why they are a useful tool for learning about jobs.

3. The teacher models a simple task for class to observe (i.e., peeling a carrot, folding a letter and placing in envelope, sweeping the floor, etc.).

4. The students state, verbally or in written form, the steps that the teacher did to complete the task.

5. The students read or repeat their steps to the teacher and the teacher attempts to follow the directions given. This will demonstrate to the students the importance of providing a detailed and sequential list of steps.

6. The teacher introduces the work observation form, discussing the various parts and describing new vocabulary words.

7. The students watch a videotape of a simple job. The students discuss the job observed and fill out the observation form as a group with the teacher using an overhead projector or enlarged form as a guide.

Goal 5: Activity 4
Page Two

Guided Practice:

1. The students observe another scenario of a simple job.

2. The students fill out an observation form while watching the video or after the video is finished; verbally describe the job performed; or, take appropriate pictures from a group of pictures.

3. The teacher runs the video again, stopping at critical points and discussing as a group activities the students should have noted on their observation forms.

Check for Understanding:

1. The students observe a videotape of a more complex job, filling out the observation forms after watching the video.

Independent Practice:

1. Before going into the community for work observations, the teacher may want to practice within the school building by observing a secretary, janitor, library assistant, media aide, etc.

Adaptations:

The teacher will need to evaluate the ability of the students to perform this activity while using the videotapes. Students who have difficulty can be allowed to participate in the activity by using the following adaptations:

1. After completing a work observation, discuss and fill out the observation form as a group. Students can then fill in their form or ask help from students who have already completed their form.

2. Students can use pre-cut pictures to fill in their observation forms

An example of a completed adapted work observation form is included in this section.

Goal 5: Activity 4

CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Develop skills needed to observe people at work and summarize critical skills performed on the job.

Activity 4: Develop skills in observing persons at work and appropriate social skills for observing at work sites in the community.

Work Observation Social Skills:

Objective/Purpose:

1. The student will be able to discuss why it is important to have appropriate social skills while watching someone work.

2. The student will be able to distinquish between appropriate and inappropriate social skills.

Input:

1. Materials:

   Videotaped scenarios of:
   - appropriate social skills
   - inappropriate social skills
   - appropriate and inappropriate social skills

   Pictures of appropriate and inappropriate dress and greetings

2. The teacher will discuss why it is important to use appropriate manners while observing someone work in the community:

   a. The work observation sites are potential work sites and it is important to make a good impression

   b. The community in general will be more accepting of the students if they use good manners

3. The teacher and students will develop a list of social skills that are important while watching someone work. These skills should include:

   Stating purpose of visit
   Introducing self
   Asking appropriate questions
   - What are the work hours
   - What type of clothes are okay to wear
   - How do I apply for a job here
   - Other questions appropriate to each job

Goal 5: Activity 4
Page Two

Showing interest in person talking by:
- Nodding head
- Body position
- Asking questions
- Smiling
- Eye contact

Good grooming
Showing appreciation

4. The teacher and students define and discuss each of the above skills. The teacher can use pictures and modeling to demonstrate appropriate behaviors.

Guided Practice:

1. After observing a video tape of appropriate social skills, the teacher and students list the skills observed on the tape.

2. After observing a video tape of inappropriate social skills, the teacher and students list the skills observed on the tape.

Check for Understanding:

1. After observing a video tape of appropriate and inappropriate social skills, the students discuss which behavior was appropriate and which behavior was inappropriate.

2. Assess the students ability to use appropriate work observation manners when doing practice work observations within the school building before going into the community. If possible, the teacher can videotape the observation and have the students assess their social skills while watching the video.

Goal 5: Activity 4

## WORK OBSERVATION FORM - Option 1

NAME _____ DATE _____

OBSERVATION SITE _____

JOB _____

LIST ACTIVITIES OBSERVED:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

WORKING CONDITIONS:

1. DOES THIS PERSON ____WORK ALONE? ____WORK WITH OTHERS?

2. DOES THIS PERSON ____WORK INSIDE? ____WORK OUTSIDE?

Goal 5: Activity 4
Page Two

3. IS THIS JOB

____QUIET ____LOUD

____CLEAN ____DIRTY

OTHER _____

_____

4. WHAT ARE THE WORK HOURS?

_____MORNING _____AFTERNOON _____NIGHT

5. COMMENTS

_____

_____

_____

_____

_____

WORK OBSERVATION FORM
Option 2

As an in-school activity after participating in a work observation, students can select the appropriate pictures to be attached to the work observation form; students then label the pictures using index cards printed with the correct word or phrase to use as a model, or the student may ask someone to help them if he is unable to write.

WORK OBSERVATION FORM
Option 2

NAME _____ DATE _____

OBSERVATION SITE _____

JOB _____

LIST ACTIVITIES OBSERVED:

1. _____

2. _____

3. _____

4. _____

WORKING CONDITIONS:

1. DOES THIS PERSON ____WORK ALONE? ____WORK WITH OTHERS?

2. DOES THIS PERSON ____WORK INSIDE? ____WORK OUTSIDE?

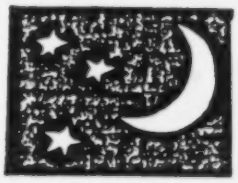
3. IS THIS JOB

____QUIET?

____LOUD?

4. WHAT ARE THE WORK HOURS?

____ DAY



____NIGHT

5. COMMENTS:

WORK OBSERVATION FORM
Option 2

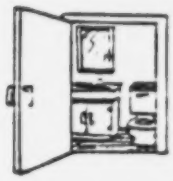
NAME _____ DATE _____

OBSERVATION SITE Cavanaugh's

JOB Maid

LIST ACTIVITIES OBSERVED:

1. Change the bed

2.  Clean the bathroom

3. Dust

4. Vacuum

WORKING CONDITIONS:

1. DOES THIS PERSON ___WORK ALONE? ___WORK WITH OTHERS?

2. DOES THIS PERSON ___WORK INSIDE? ___WORK OUTSIDE?

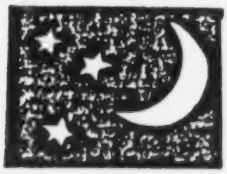
3. IS THIS JOB

____QUIET?

____LOUD?

4. WHAT ARE THE WORK HOURS?

____ DAY



____NIGHT

5. COMMENTS:

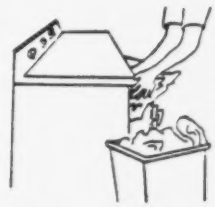
WORK OBSERVATION FORM
Option 2

NAME _____ DATE _____

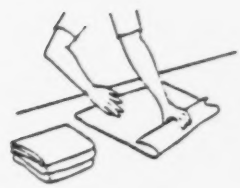
OBSERVATION SITE University Inn

JOB Laundry Worker

LIST ACTIVITIES OBSERVED:

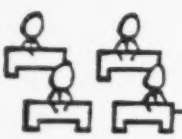
1. 
Wash laundry

2.
Dry laundry

3. 
Fold laundry

4. _____

WORKING CONDITIONS:

1. DOES THIS PERSON ____WORK ALONE?  ____WORK WITH OTHERS

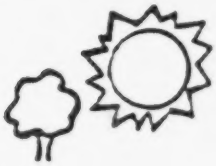
2. DOES THIS PERSON ____WORK INSIDE? ____WORK OUTSIDE?

3. IS THIS JOB

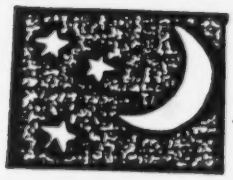
____QUIET?

____LOUD?

4. WHAT ARE THE WORK HOURS?



____ DAY



____NIGHT

5. COMMENTS:

WORK OBSERVATION FORM
Option 2

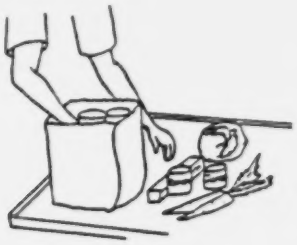
NAME _____ DATE _____

OBSERVATION SITE

Warehouse Foods

JOB _____

LIST ACTIVITIES OBSERVED:

1. 
Bag groceries

Sweep floors

3. _____

4.
Water plants

WORKING CONDITIONS:

1. DOES THIS PERSON ___ WORK ALONE? ___ WORK WITH OTHERS

2. DOES THIS PERSON ___ WORK INSIDE? ___ WORK OUTSIDE?

Goal 5: Activity 4

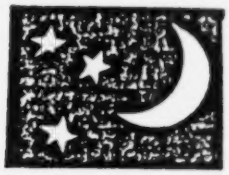
3. IS THIS JOB

____QUIET?

____LOUD?

4. WHAT ARE THE WORK HOURS?

____ DAY



____NIGHT

5. COMMENTS:

Goal 5: Activity 5

## CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Develop skills needed to observe people at work and summarize critical skills performed on the job.

Activity 5: Observe at selected work sites.

Objective/Purpose:

1. After observing a person in the community work, the student will be able to list, verbally or in written form, the major activities required to perform the job and the working conditions.

2. The student will demonstrate appropriate social skills during community work observations.

Input:

1. Materials:

   Work observation form
   Pens/pencils
   Clipboards (for easier writing)

2. Based on the students' prioritized lists of preferred jobs, the teacher contacts employers in the community to arrange on-site work observations. The teacher discusses with the employer the importance for the students to observe someone working at a particular job as well as receiving a general tour of the work site. Observation groups should consist of no more than five students at one time to an observation site.

3. Before leaving for each work observation, the students and teacher review appropriate social skills at work sites and the work observation form. The teacher decides whether students will fill out the form during the observation or will wait until after the observation, based on each student's abilities.

Goal 5: Activity 5

**Note**: This informal inventory is an example of the information that can be obtained during the work observations conducted during Career Exploration, through a personal interview with the employer or when conducting business in the community. The questions on this survey can be changed to reflect the type of information you are interested in obtaining.

## Informal Inventory of Community Businesses

Business _____ Telephone _____

Address _____ Contact Person _____

The following information can be obtained by asking the employer and/or through observation during the work observations of Career Exploration, a tour of the business or when conducting business at the site:

1. Site Qualities:
   - Variety of jobs _____
   - Regular coworker contact _____
   - Speed not critical _____
   - Consistent workload _____
   - Work is nonhazardous _____
   - Work is repetitious _____

The following information can be obtained by asking the employer:

2. Primary Activity/Service:

3. Time of day, week or season when employer has greatest need for employment:

4. Time of day or week when work is slow (when a student being trained will not get in the way of other employees):

5. Operating hours:

6. Number of employees:

7. Number of new employees required each year (turnover rate):

8. Distance from school:

9. Tasks observed that need to be performed but employer does not have sufficient manpower to get the tasks done:

10. Types of jobs available, general tasks that occur within each job, and jobs that can be broken into parts of jobs. (Refer to Goal 2, Activity 3 for further explanation).

Goal 5: Activity 6

## CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Develop skills needed to observe people at work and summarize critical skills performed on the job.

Activity 6: Decide whether job can be performed with training or adaptations and like/dislike for job.

Objective/Purpose:

1. The student will be able to analyze his/her skills in relation to jobs observed and decide:

   a. Whether he or she could perform tasks that are part of each job with training and/or adaptations;

   b. Whether he or she would like to do the job.

Input:

1. Materials:
   Completed Student Self-Inventory Form
   Job Skill/Individual Analysis Form
   Completed Work Observation Forms

2. Teacher and students list the tasks observed at the work observation site.

3. The teacher and students list the skills needed to accomplish the tasks.

4. Refering to each student's self-inventory form, the teacher and students discuss and list on the job skill/individual analysis form those skills that are required to complete the task and that the student:
   a. Is able to perform the skill
   b. Needs training or adaptations to perform the skill

5. The teacher and students discuss classes, adaptations and other ways to that will help them acquire the skills they lack.

6. The teacher assists the students in determining if they would like to do each task. The students mark their preference on the form.

7. The students update the class community reference notebook compiled for Goal 5, Activity 2 by placing their work observation sheets in the note-book. The students file completed job skill/individual analysis forms in their vocational notebooks.

Goal 5: Activity 6
Page Two

8. The students discuss and list questions appropriate to ask at the next work observation site.

Guided Practice:

1. Students fill out the appropriate blanks on the job skill/analysis form.

Check for Understanding:

1. The student identifies:
   a. Tasks required to complete the job observed
   b. Skills required to do each task
   c. Words related to the work observation site

2. The student demonstrates the social behaviors appropriate in the community.

3. Students may review concepts related to the work observations by playing a game called "Job-ardy" (an adapted version of Jeopardy). A Trivial Pursuit format can also be used.

JOB SKILL/INDIVIDUAL ANALYSIS FORM - Option 1

NAME _____ DATE _____

JOB TITLE _____

| | Tasks Observed | Skills | Skills/Adaptations To Help Learn Tasks | I Can | I Can Learn | I Would Like To Do (Yes/No) |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |

Goal 5: Activity 6

JOB SKILL/INDIVIDUAL SKILL ANALYSIS FORM - Option 2

NAME: _____ DATE: _____

OBSERVATION SITE: _____ JOB: _____

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I DO NOT HAVE:

I CAN LEARN THESE SKILLS THE FOLLOWING WAYS:

IF I HAD THIS JOB, THESE ARE THE TASKS I CAN DO NOW:

I WOULD: _____ LIKE TO TRY THIS JOB

_____ DO NOT LIKE THIS JOB

Goal 5: Activity 7

JOB-ARDY

Materials:

1. A board with six pockets on it. Each pocket is numbered from one to six.

2. Forty-two questions cards--seven in each pocket. Cards have questions relating to the various work observation sites at which students have observed or other vocational questions (such as relating to appropriate social skills, etc.)

3. Dice and play money.

4. Game Master: Person who reads the question or students can read their own questions.

Rules of the game:

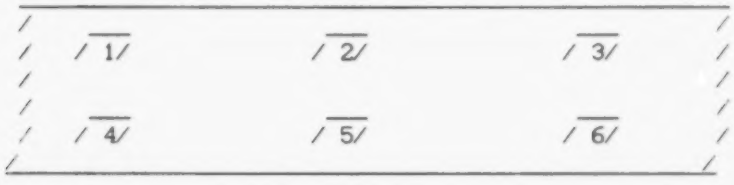
1. Roll dice initially to see who will be first.

2. Each person rolls one dice. The number that shows indicates the number of the pocket they will receive a questions from.

3. The questions if asked or read. If the participant give the right answer as determined by the game master or a vote by the group, he receives one piece of money. If he can not answer, the first person who raises their hand and has the correct answer receives the money.

4. If a player rolls a number for a pocket in which there are no cards left, the player loses a turn and must pass the dice to the next person.

5. The game continues until all the cards are gone. The winner is the person with the most money.



QUESTIONS FOR "JOB-ARDY"

What is the name of the motel we visited?

Wat is the job we observed at the motel?

Did the maid wear a uniform?

Name to tasks that the maid does in the living room.

Name two items the maid brings into the room to clean with.

Name two items the maid replaces in each room.

Does the fireman wear a uniform?

What does the fireman check on the truck?

How many days in a row does the fireman have off?

What is the man called who holds the hose in back?

Does the fireman wear a seat belt?

Name two tasks the fireman does.

What job did you observe at the grocery store?

What does the stockperson use to open boxes?

What time does the stockperson come to work?

What was the name of the restaurant you observed at?

What is the person who fixes chicken called?

What do you say to the employee after you watch him work?

How do you show you are listening?

## Suggested Jobs for Work Observation:

### Manual Work

Animal Caretaker
Farm Worker
Groundskeeper
Product Assembler
Sewing Machine Operator
Grocery Stocker
Dishwasher
Plant Nursery Worker
Stock Clerk
Window Washer

### Clerical

Bank Teller
Cashier
File Clerk
Dispatcher
Hotel/Motel Clerk
Library Assistant
Mail Carrier
Mail Clerk
Post Office Clerk
Telephone Operator
Receptionist
Typist
Key Punch Operator
Data Processing
Duplicating

### Personal Service

Child Care Attendant
Nurse Aide

### Customer Services

Newpaper Deliverer
Janitor
Gas Station Attendant
Housekeeper
Kitchen Helper
Grocery Bagger
Parking Lot Attendant
Food Counter Worker
Waiter/Waitress
Taxi Driver

Sales Clerk
Grocery Checker
Hotel/Motel Maid
Laundry Worker

Education

Teacher Aide